

MISSOURI STATE BOARD OF EDUCATION AGENDA ITEM:**August 2022**

REPORT ON 2021-22 MISSOURI ASSESSMENT PROGRAM GRADE-LEVEL AND END-OF-COURSE
PRELIMINARY STATEWIDE RESULTS IN ENGLISH LANGUAGE ARTS, MATHEMATICS,
SCIENCE, AND SOCIAL STUDIES

STATUTORY AUTHORITY:

Section 161.092, RSMo

<input type="checkbox"/>	Consent Item	<input type="checkbox"/>	Action Item	<input checked="" type="checkbox"/>	Report Item
--------------------------	-----------------	--------------------------	----------------	-------------------------------------	----------------

STRATEGIC PRIORITY

Success-Ready Students & Workforce Development

SUMMARY

This report will provide an overview of the results of the 2021-22 implementation of the Missouri Assessment Program (MAP). Presenters will discuss the meaning of the preliminary results in English language arts, mathematics, science, and social studies. The report will also reflect on the implications of the pandemic on student learning and on the assessment results.

PRESENTERS

Lisa Sireno, Assistant Commissioner, Office of Quality Schools; and Shaun Bates, Standards, Curriculum, and Assessment Coordinator, will assist in the presentation and discussion of this agenda item.



Office of Quality Schools (OQS)

Missouri Assessment Program

2021-22

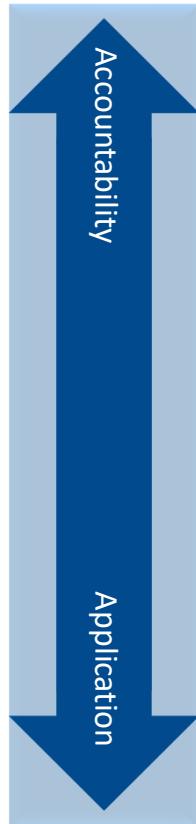
August 16, 2022



WHY ADMINISTER LARGE-SCALE ASSESSMENTS?



2



Improve educational systems
Ensure educational equity

- State and federal accountability
- Missouri School Improvement Program (MSIP)
- Every Student Succeeds Act (ESSA)

Provide public reporting and feedback

- Students, parents, schools, communities, taxpayers

Evaluate programs at local and state levels

- Curriculum reform, virtual learning, etc.

Provide comparisons and benchmarks

- Other measures of student performance and achievement gaps

Research

- Ongoing implications of unfinished learning and post-pandemic recovery
- Identify successes

Develop specific supports for students, teachers, and local education agencies (LEAs)



- How the pandemic disrupted student learning:^{*}
 - In general, Mathematics experienced a greater impact of lost instructional time compared to English Language Arts (ELA).
 - In Math and ELA, grade 5 (the earliest grade reported) experienced a greater impact of lost instructional time compared to later grades.
 - In terms of instructional delivery, distanced/virtual learning experienced a greater impact of lost instructional time compared to hybrid/onsite delivery.
 - Some student groups experienced a greater impact than others.

*Prepared for the Missouri Department of Elementary and Secondary Education (2022): Impact of Lost Instruction Time During the COVID-19 Pandemic

Preliminary Statewide
Results



2021-22

**English Language Arts (ELA), Mathematics, Science,
and Social Studies**

INITIAL OBSERVATIONS FROM 2021-22 RESULTS



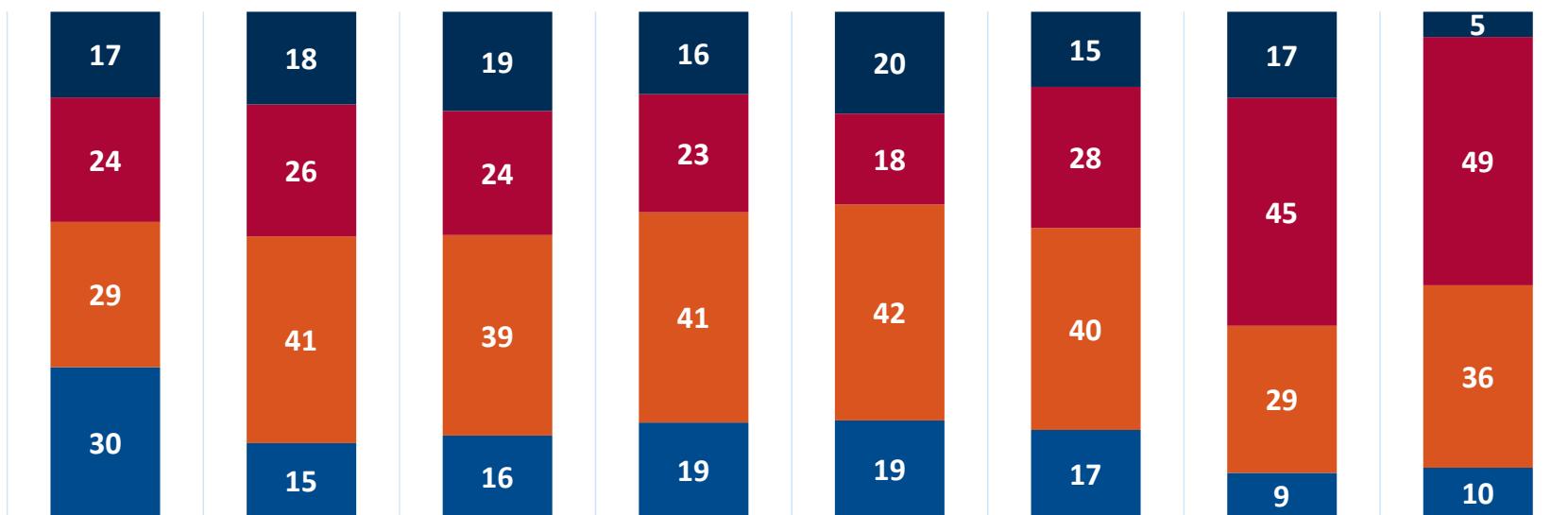
5

- More students tested than last year.
- Overall proficiency rates have not reached pre-pandemic levels.
 - Since 2020-21, proficiency in Mathematics and Science has increased in all grades and courses. Some gains are slight.
 - Since 2020-21, proficiency in ELA has declined, except in grade 5 and English I.
 - Since 2020-21, proficiency in Social Studies has declined.
- Educational experiences varied across the state in 2021-22 and in general had not returned to what was typical before the pandemic.

ENGLISH LANGUAGE ARTS (ELA) 2021-22



■ % Below Basic ■ % Basic ■ % Proficient ■ % Advanced



Grade 3

Tested 63,960

Grade 4

64,346

Grade 5

64,946

Grade 6

65,977

Grade 7

67,610

Grade 8

69,080

English I[^]

6,039

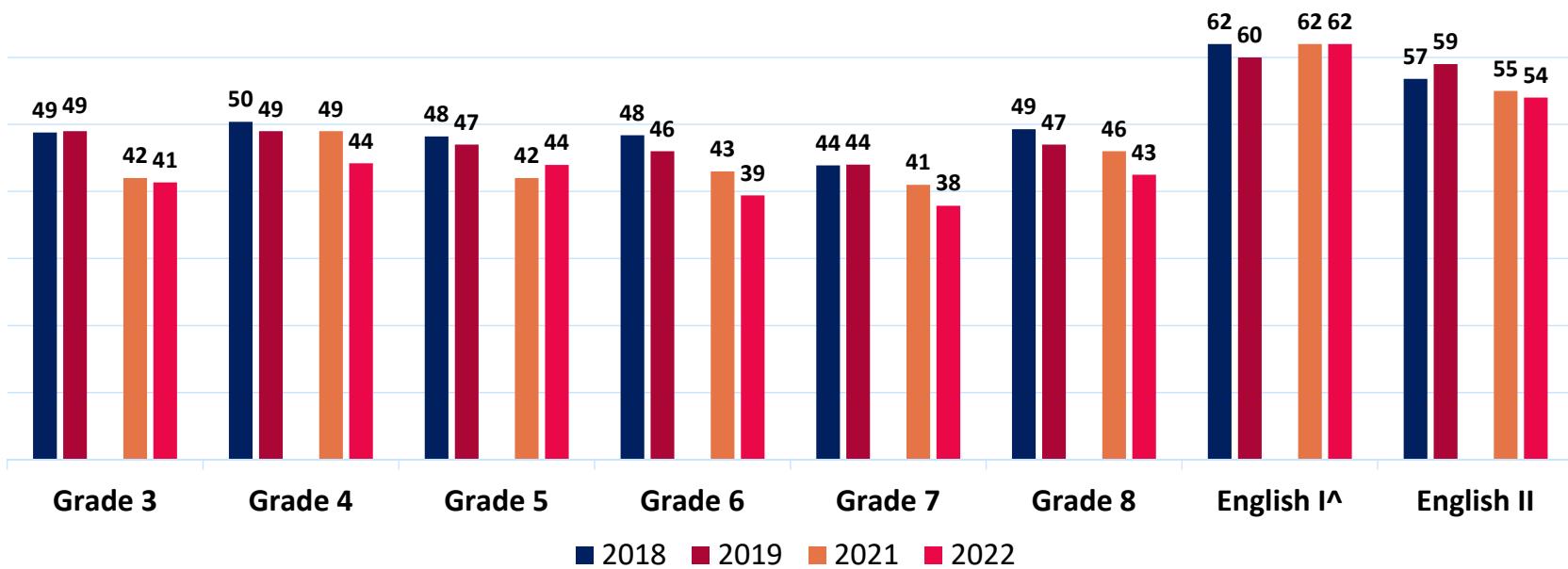
English II

65,443

[^] Optional End of Course (EOC) assessment.

ELA PERCENT PROFICIENT + ADVANCED

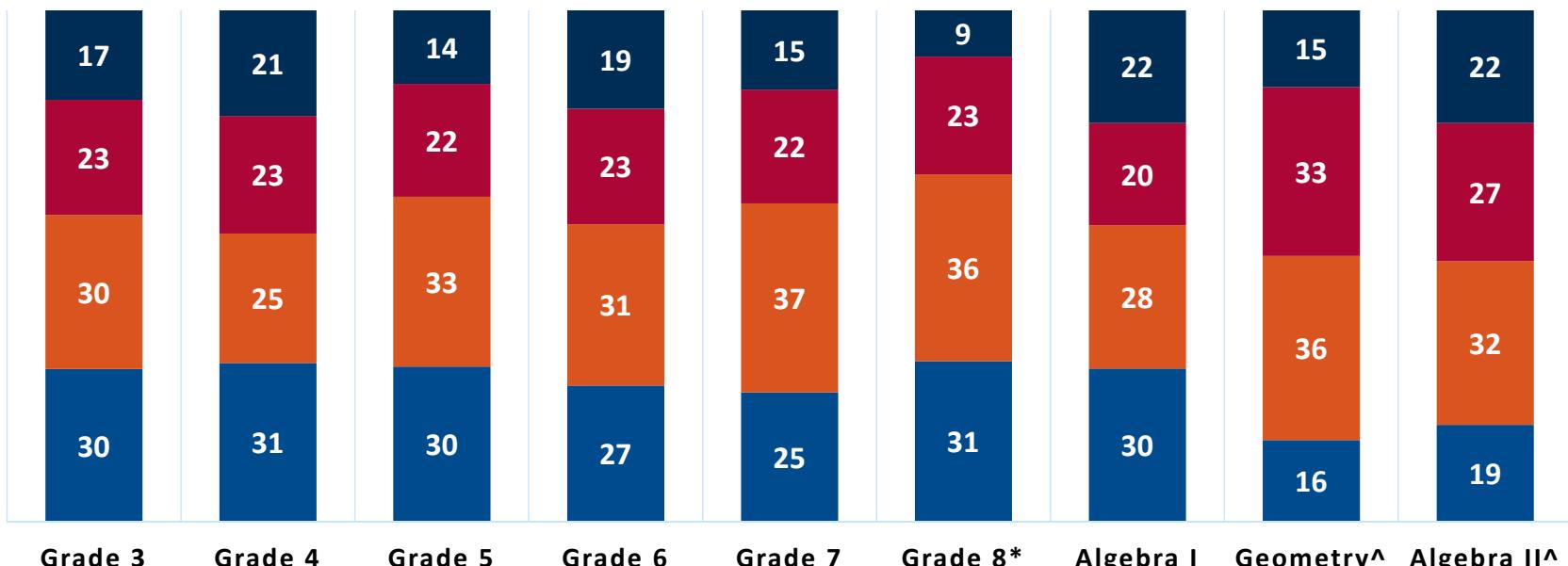
7



^ Optional EOC assessment.

MATHEMATICS 2021-22

■ % Below Basic ■ % Basic ■ % Proficient ■ % Advanced



Tested

Grade 3 64,174 Grade 4 64,528 Grade 5 65,120 Grade 6 66,078 Grade 7 67,230 Grade 8* 60,109 Algebra I 71,835 Geometry^ 1,809 Algebra II^ 9,875

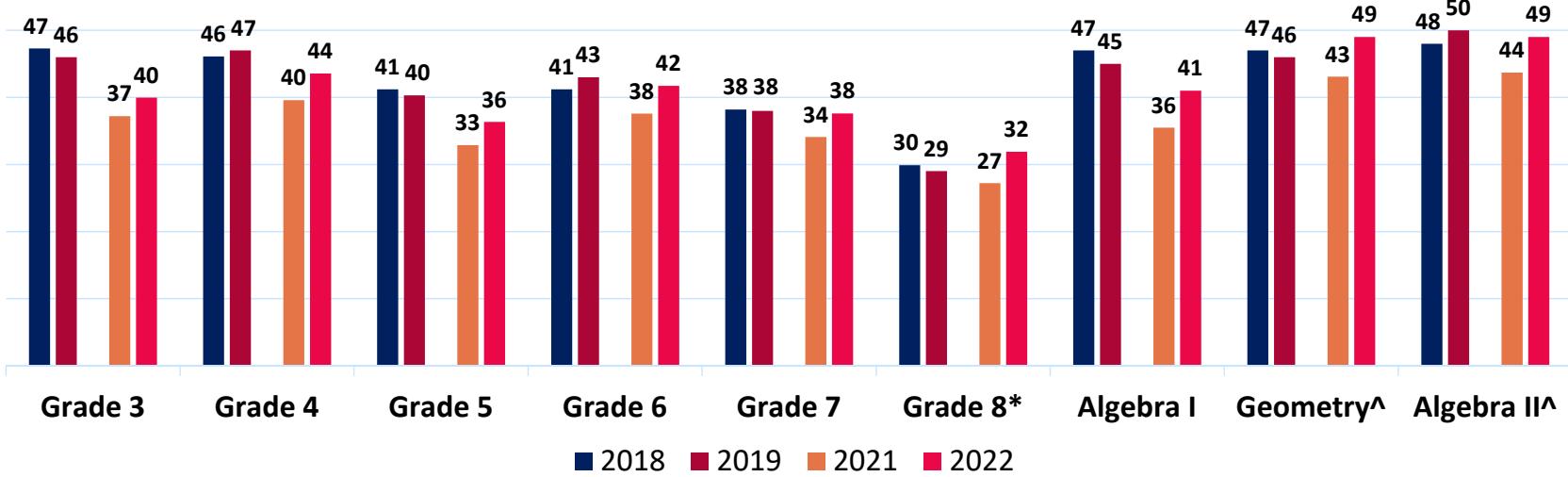
* Does not include 8th grade students who took Algebra I EOC assessments.

^ Optional EOC assessment for most high school students. May be required for high school students who took Algebra I prior to high school.

MATHEMATICS PERCENT PROFICIENT + ADVANCED



9



* Does not include 8th grade students who took Algebra I EOC assessments.

^ Optional EOC assessment for most high school students. May be required for high school students who took Algebra I prior to high school.

SCIENCE 2021-22



■ % Below Basic ■ % Basic ■ % Proficient ■ % Advanced



Grade 5

Tested
65,098



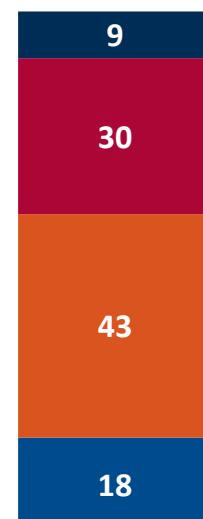
Grade 8

69,137



Biology

66,143



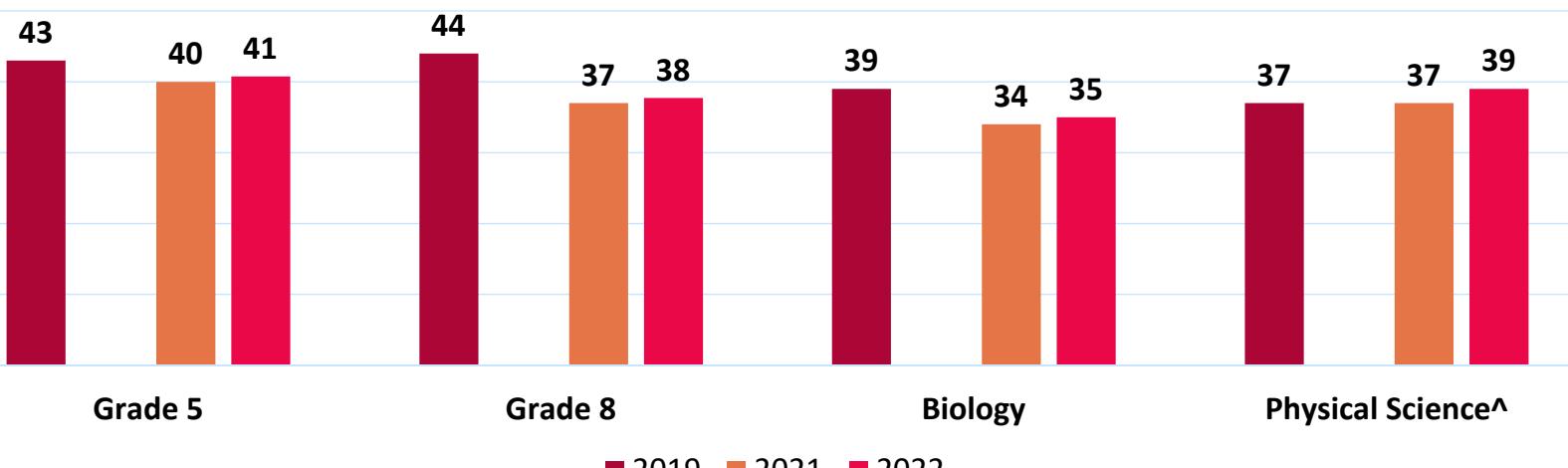
Physical Science[^]

1,148

[^] Optional EOC assessment.

SCIENCE PERCENT PROFICIENT + ADVANCED

11



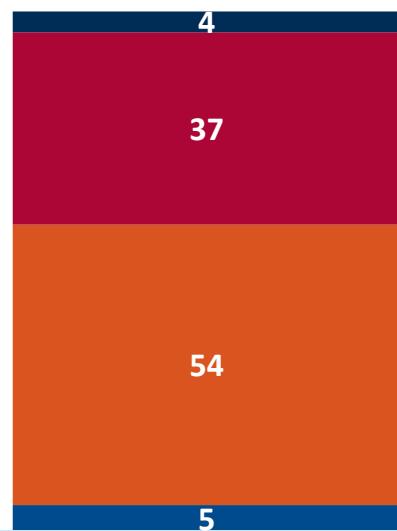
[^] Optional EOC assessment.

SOCIAL STUDIES 2021-22



12

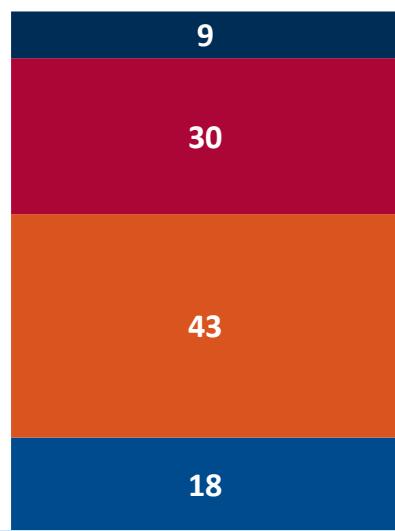
■ % Below Basic ■ % Basic ■ % Proficient ■ % Advanced



American Government

Tested

64,920



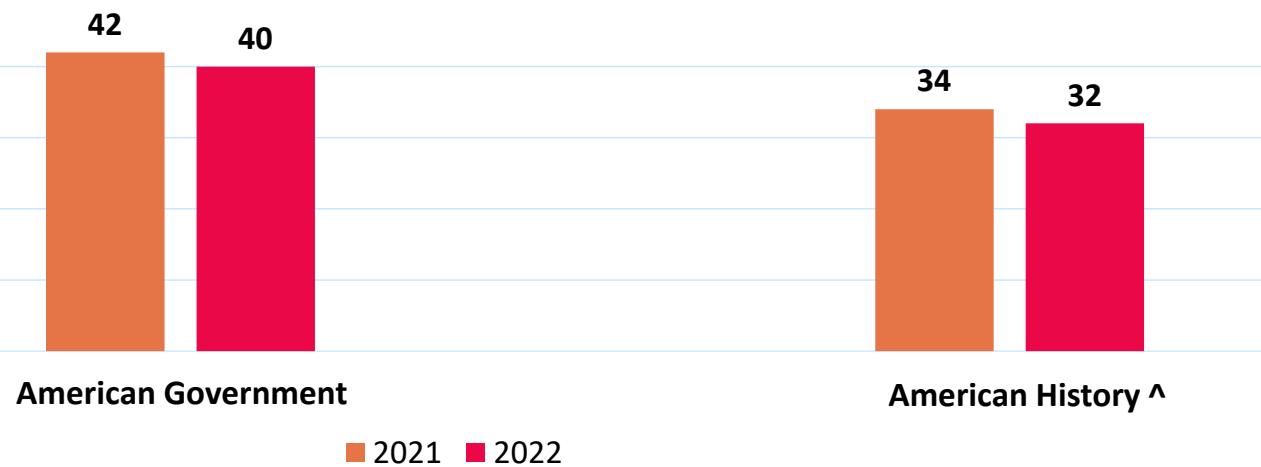
American History ^

1,605

^ Optional EOC assessment.

SOCIAL STUDIES PERCENT PROFICIENT + ADVANCED

13



^ Optional EOC assessment.

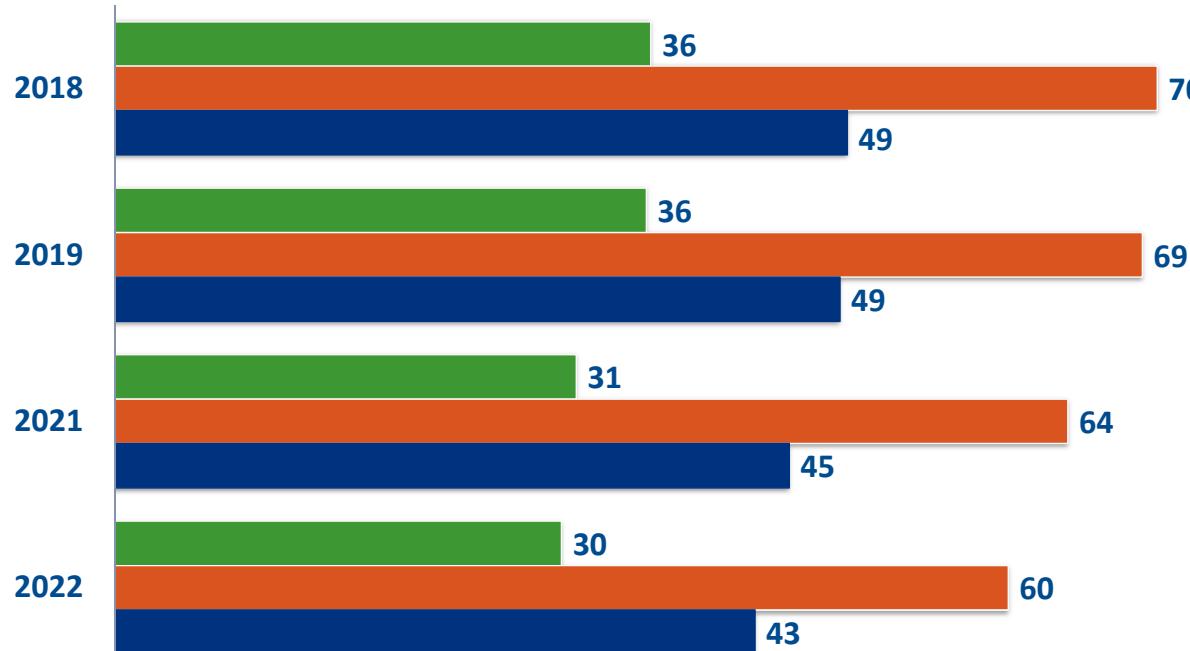
Demographic Analyses

2021-22



ELA, Mathematics, Science, and Social Studies

ENGLISH LANGUAGE ARTS – GRADE 3 THROUGH HIGH SCHOOL PERCENT PROFICIENT + ADVANCED



■ Student Groups* ■ Non Student Groups ■ All Students

Tested 2022

76,103

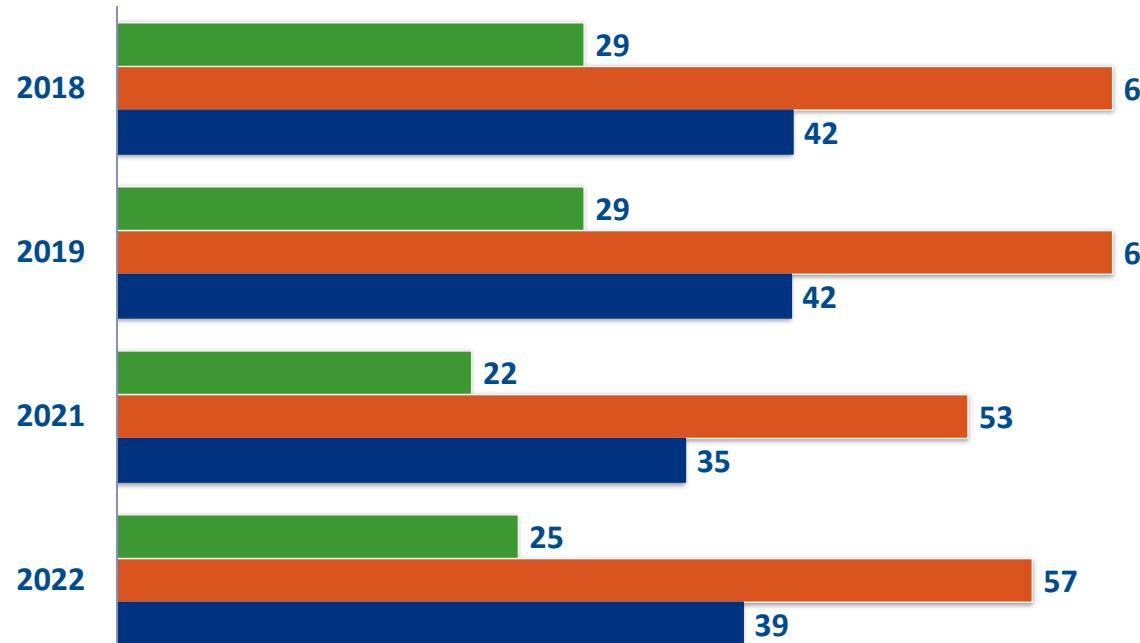
122,650

198,753

*Includes Black, English Learners (EL), Free and Reduced Lunch (FRL), Hispanic, and Individualized Education Plan (IEP) Student Groups.

MATHEMATICS – GRADE 3 THROUGH HIGH SCHOOL PERCENT PROFICIENT + ADVANCED

16



■ Student Groups* ■ Non Student Groups ■ All Students

Tested 2022

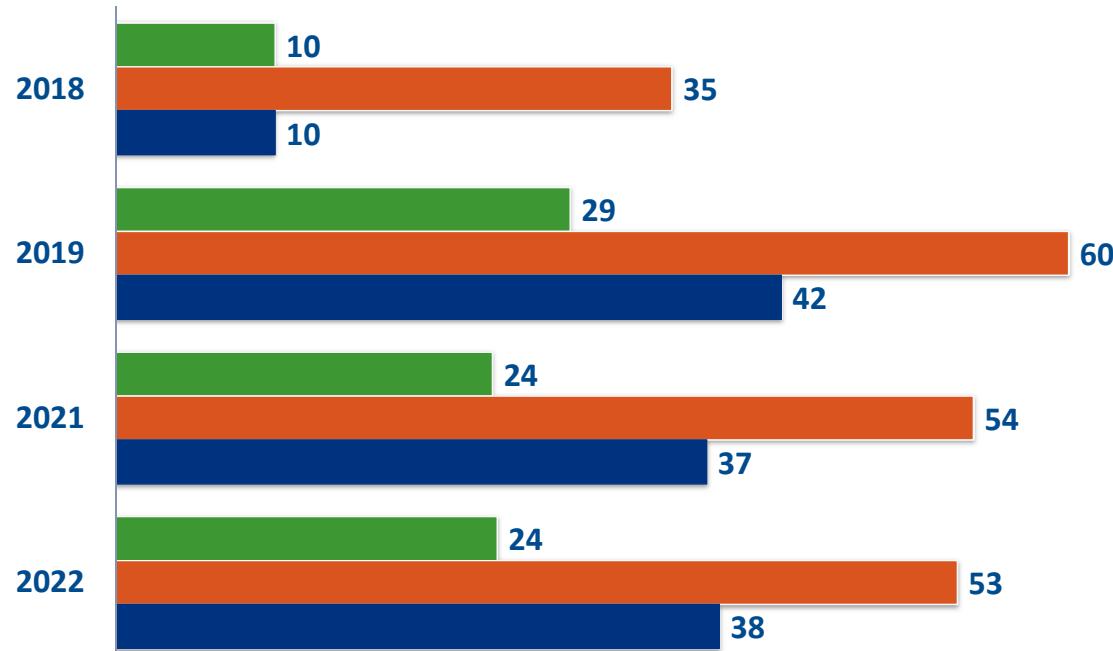
65,246

116,964

182,210

* Includes Black, EL, FRL, Hispanic, and IEP Student Groups.

SCIENCE – GRADE 3 THROUGH HIGH SCHOOL PERCENT PROFICIENT + ADVANCED



■ Student Groups*

Tested 2022

26,261

■ Non Student Groups

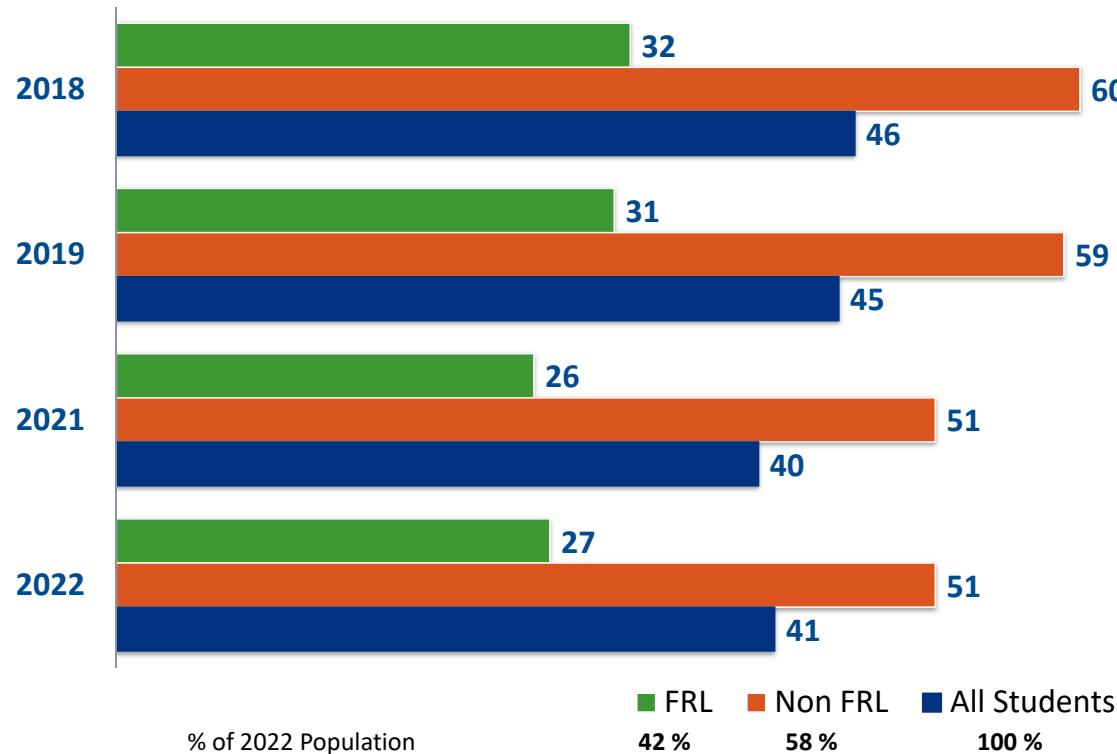
49,193

■ All Students

75,454

* Includes Black, EL, FRL, Hispanic, and IEP Student Groups.

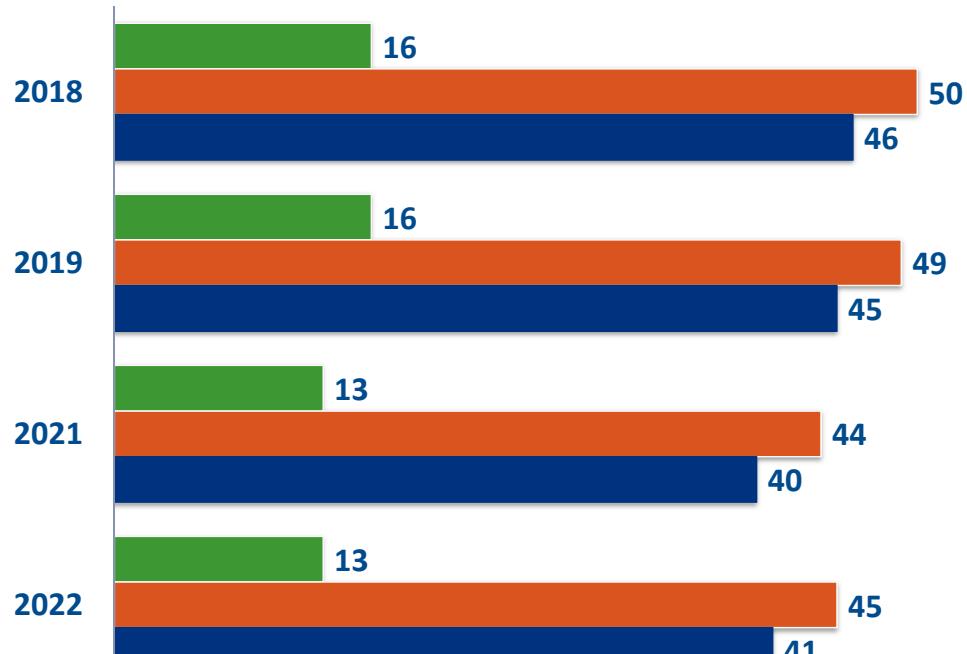
FREE AND REDUCED PRICE LUNCH (FRL) – ALL TESTED CONTENT AREAS & GRADES – PERCENT PROFICIENT + ADVANCED





19

INDIVIDUALIZED EDUCATION PROGRAM (IEP) – ALL TESTED CONTENT AREAS & GRADES – PERCENT PROFICIENT + ADVANCED

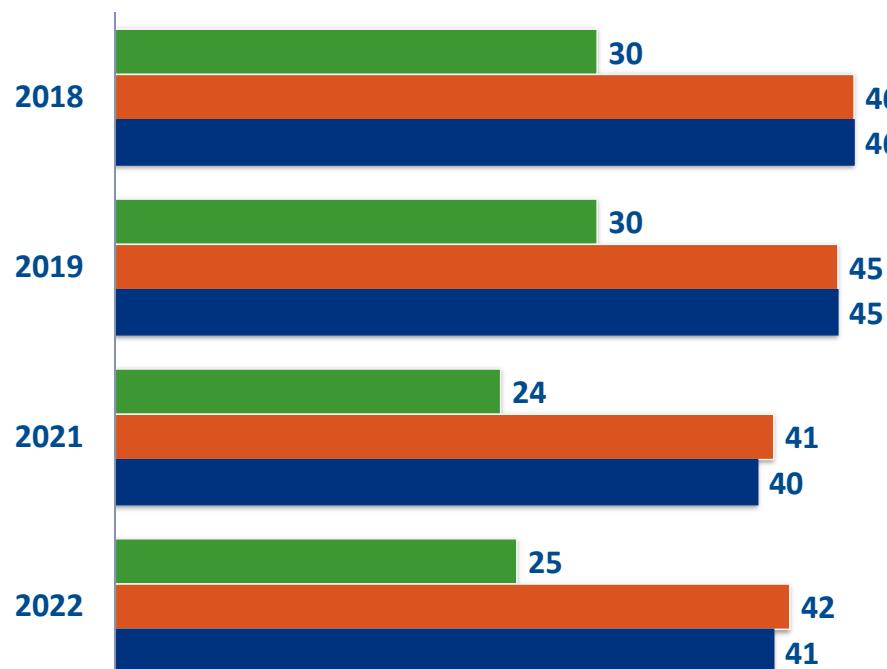


% of 2022 Population

■ IEP ■ Non IEP ■ All Students
14 % 86 % 100 %



ENGLISH LEARNERS (EL) – ALL TESTED CONTENT AREAS & GRADES PERCENT PROFICIENT + ADVANCED



■ EL ■ Non EL ■ All Students

% of 2022 Population

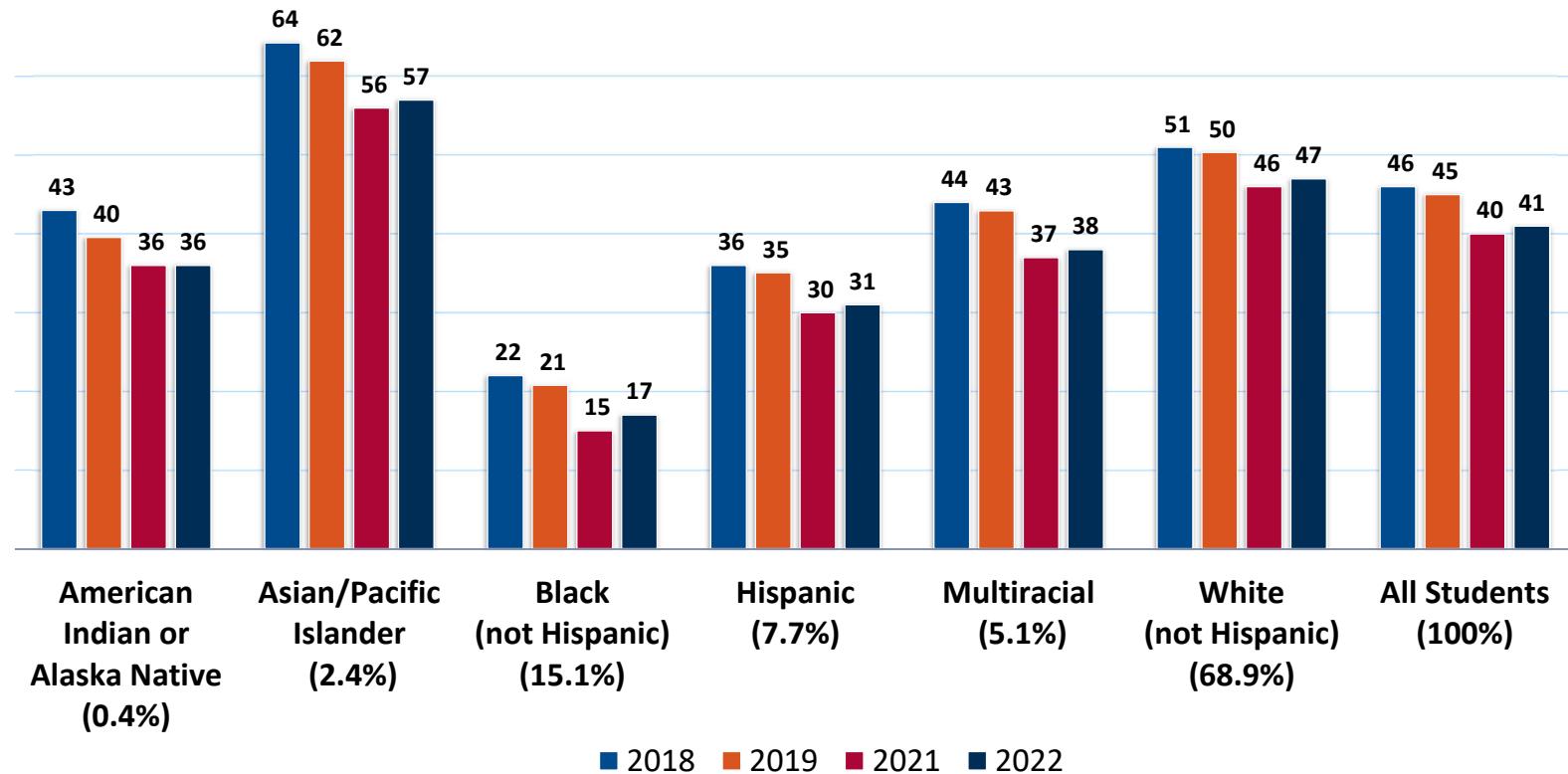
6 %

94 %

100 %

ETHNICITY – ALL TESTED CONTENT AREAS & GRADES PERCENT PROFICIENT + ADVANCED

21



RESEARCH QUESTIONS



Study of the results and other influencing factors continues. Important research questions include:

- Which populations by region and demographics show evidence of recovery from pandemic-related disruptions? Which do not?
- Which populations experienced above or below expected growth between 2020-21 and 2021-22?
- Did the proficiency and growth differences observed among student populations in 2020-21 persist into 2021-22?
- What is the impact of mode of instruction on student performance?
- What is the impact of a four-day school week on student performance?



DESE RESPONSE EFFORTS

Research into Pandemic Effects

Continued investigation of most significant impacts, growth model, and effective local responses

Missouri Read, Lead, Exceed

Evidence-based training for teachers, high quality instructional materials, and promoting long-term success

Missouri Mathematics Initiative

Evidence-based training for teachers, emphasis on fluency and rigor, and elementary mathematics specialist scholarships

Competency-Based Education

Success-Ready Students Work Group, legislative task force on competency-based education, and competency-based education grant program

Educator Workforce

Blue Ribbon Commission addresses teacher recruitment and retention solutions

School-Based and Private Practice Mental Health Best Practices

Statewide supports of mental health resources



Questions?

Contact us at
assessment@dese.mo.gov
573-751-3545